

MoSTEP DATA GATHERING FORM

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS

The Unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.

1.1 General Studies for Initial Teacher Preparation (Initial)

The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences.

1.1.1 The general studies includes the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.

1.1.2 The general studies incorporates multi-cultural and global perspectives.

1.2 – 1.5 Content, Professional, Pedagogical, and Integrative Studies (Initial and Advanced)

The unit ensures that candidates have completed a program of content, professional, pedagogical, and integrative studies.

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Standard 2 PROGRAM and CURRICULUM DESIGN (Initial and Advanced)

The unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

2.1 The conceptual framework(s) is collaboratively developed, written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.

2.1.1 The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.

2.1.2 The framework(s) includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides criteria for program evaluation.

2.1.3 The framework(s) reflects multi-cultural and global perspectives.

2.1.4 The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of effective practice, and emerging education policies and practices.

2.2 The high quality program (HQP) demonstrates coherence between the conceptual framework and course instruction, field experiences, evaluations and candidate outcomes.

2.2.1 Curriculum design, as evidenced by program requirements and course syllabi, is coherent. Program goals influence the design and implementation of courses and field experiences.

2.2.2 Candidate performance and unit/program assessments provide evidence of program coherence and effectiveness.

2.2.3 The elements and influence of diversity (age, gender, culture, language, race/ethnicity, socio-economic status, and special abilities/disabilities) are embedded in program curricula with an emphasis on closing the student achievement gap within the public schools of Missouri.

2.2.4 The HQP infuses knowledge and skills in using technology for teaching, learning and assessment.

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- 2.3 The unit and its programs have a clearly identified, valid, fair, and unbiased assessment system. The system provides for the collection, analysis and use of data from applicants, candidates' and graduates' performance, and program/unit operations to inform decisions with regard to improvement.
- 2.3.1 The unit and its programs engage in regular and systematic evaluations, including, but not limited to, information obtained through candidate assessment (e.g., C-BASE, Praxis, course-embedded assessments, summative field experience evaluations and impact on PK-12 student achievement) and collection of data from candidates, recent graduates, employers, and other members of the professional community.
- 2.3.2 Fair, accurate, and consistent assessment procedures are established and efforts are made to eliminate sources of bias.
- 2.3.3 The unit and its programs have clearly identified schedules by which candidate, course, clinical experience, and program data are reviewed.
- 2.3.4 The assessment system is effectively maintained through the use of information technologies.
- 2.4 The unit assesses the impact of its candidates, faculty and programs on PK-12 education.

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Standard 3 FIELD EXPERIENCES AND CLINICAL PRACTICE (Initial and Advanced)

The unit ensures that field experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

- 3.1 Professional education programs prescribe field experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. The field experiences are varied and include study and practice in schools with diverse populations in terms of age, gender, culture, language, race/ethnicity, socio-economic status, special abilities/disabilities, etc.
- 3.2 Field experiences encourage reflection by candidates and include feedback from a variety of sources close to the candidates' work, including higher education faculty, PK-12 school faculty, administrators, students and peers.
- 3.3 Clinical practices allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.
- 3.4 The unit collaborates with PK-12 schools to provide quality clinical sites in which candidates may develop the knowledge and skills required for the area of responsibility. These sites are evaluated annually.
- 3.5 Clinical practice is accomplished in the certification area(s) and grade range(s) being sought by the candidate, and with a qualified cooperating teacher/mentor and a qualified faculty supervisor from the institution's professional education program.
 - 3.5.1 Clinical practice shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.
 - 3.5.2 When possible, the cooperating teacher/mentor shall be selected collaboratively by the professional education unit and the PK-12 site administrator.
 - 3.5.3 Candidates seeking certification for more than one grade range are assigned clinical practice in accordance with applicable state certification requirements.
- 3.6 The unit has a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. § 168.400 (2005) and Mo. Code Regs. 5 CSR 80-805.040

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Standard 4 COMPOSITION, QUALITY, AND COMPETENCE OF CANDIDATES (Initial and Advanced)

The unit has and implements written plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools

4.1 The institution and the unit implement policies that commit scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.

4.1.1 The institution has and implements written policies with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body.

4.1.2 Effort and success in meeting institutional goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, plans for future efforts.

4.1.3 The unit has an admission policy for non-traditional and transfer students, including mutually approved institutional articulation agreements with Missouri community colleges.

4.1.4 The unit monitors professional education admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.

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<p>4.2 A comprehensive system is used to assess the qualifications of candidates seeking admission.</p> <p>4.2.1 The criteria for admission to undergraduate, and post-baccalaureate initial professional preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (including basic academic subjects and written/oral communications), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, and appropriate background screening.</p> <p>4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, records of competence and effectiveness in professional work, graduation from a regionally accredited college/university and appropriate background screening.</p>			
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4.3 The unit systematically monitors and formatively assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. Each program includes multiple, developmental, and diverse opportunities for growth.

- 4.3.1 The unit uses assessments and data from multiple sources at appropriate transitions. The unit ensures that those who are not able to demonstrate proficiency at any transition point have opportunities appropriate to their individual learning needs to increase their level of proficiency.
- 4.3.2 Criteria consistent with the conceptual framework(s) of programs and consistent with state standards (i.e., beginning teacher standards, beginning administrator standards, etc.) are used to determine eligibility for student teaching and other professional internships.
- 4.3.3 The unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or other culminating field-based experiences.
- 4.3.4 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
- 4.3.5 The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

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4.4 The unit ensures that a candidate's competency to begin a professional role in schools is summatively assessed prior to completion of the program and/or recommendation for certification.

- 4.4.1 The unit establishes and publishes a set of criteria/outcomes for candidates in each professional education program consistent with professional competencies for the respective category of educator certification.
- 4.4.2 A candidate's mastery of a program's stated exit criteria or outcomes is measured through the use of multiple assessments, such as a culminating experience, portfolios or other work samples, observed performance in schools, surveys, standardized tests, etc. The assessments include measures of:
- ** content knowledge assessments required for state certification/licensure;
 - ** at least one additional indicator of content knowledge;
 - ** the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities;
 - ** the candidate's performance in clinical practice (student teaching, internship, etc.); and
 - ** the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments.
- 4.4.3 The unit provides summative evidence that candidates completing educator preparation programs have attained knowledge and skills, in accordance with the professional competencies in Standard 1 for the respective category of educator certification, and have demonstrated such knowledge and skills with various types of learners in a variety of settings. Assessment(s) reflect the quality indicators in Standards 1.2 - 1.5, and the unit verifies the validity and reliability of the evidence.
- 4.4.4 The unit recommends for certification only those candidates who have achieved a grade point average of at least 2.5 (on a 4.0 scale) overall and in the major area of study, with no grade lower than a "C" in professional education coursework, and have successfully completed the assessment prescribed by the Missouri State Board of Education and other summative assessments required by the unit and its programs.

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4.5 The unit provides follow-up support for its first and second-year education professionals who are employed in Missouri schools. Mo. Rev. Stat. § 168.400 (2005)

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STANDARD 5: QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, AND DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY AND QUALITY OF INSTRUCTION

5.1 The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.

5.1.1 Professional education faculty, including clinical faculty, both full and part time, have earned an appropriate advanced degree and/or have exceptional expertise in the content, skill areas and/or grade range that they teach or supervise candidates.

5.1.2 Professional education and clinical faculty have knowledge and experiences related to preparing candidates to work with students from diverse backgrounds, including students with exceptionalities.

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5.2 The unit ensures that professional education faculty are selected in accordance with the institution's recruiting and employment policies.

5.2.1 The institution has and implements written policies with resources devoted to recruiting, hiring, and retaining a diverse faculty.

5.2.2 The unit's efforts and success in meeting institutional goals for recruiting a diverse faculty are evaluated annually, and steps are taken to strengthen future efforts.

5.2.3 Part-time or adjunct faculty are employed on a limited basis when it is determined that they can benefit the unit or its programs.

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5.3 The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

5.3.2 Faculty teaching loads, including, student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.

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5.4 The institution supports and promotes faculty development, and the unit has a systematic, comprehensive, and written plan for such experiences.

- 5.4.1 The institution has policies, resources and practices to ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.
- 5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.
- 5.4.3 Faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. § 168.400.3 (2005)
- 5.4.4 Faculty are regularly evaluated in terms of teaching, scholarship, and service. Evaluations are used systematically for faculty improvement.

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5.5 Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects current research and effective practices.

- 5.5.1 Professional education faculty use a variety of instructional strategies that reflect an understanding of various models and approaches to learning. They also model the use of a variety of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.
- 5.5.2 Faculty teaching in the content areas use instructional strategies that reflect an understanding of their students educational needs. They also model the use of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.
- 5.5.3 Instruction encourages the candidate's development of skills in reflection, critical thinking, problem solving, and professional dispositions.
- 5.5.4 Teaching reflects knowledge of and experiences with diversity and exceptionalities.

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Standard 6 GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced)

Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

- 6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.
- 6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.
- 6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
 - 6.3.1 The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.
 - 6.3.2 The institution dedicates ongoing resources to the unit's systematic collection, analysis, and dissemination and use of candidate, program and unit assessment data.

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Standard 7 PROFESSIONAL COMMUNITY (Initial and Advanced)

The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the PK-12 schools.

- 7.1 Faculty who teach general education courses, content-area courses, and professional education courses collaborate regularly with each other and with educators in the public schools for the development, implementation and evaluation of PK-12 and professional education programs.
- 7.2 Candidates are provided opportunities to develop as professional educators via activities that may include but are not limited to participation in professional education organizations and attending professional conferences.
- 7.3 The unit collaborates with PK-12 schools to improve outcomes for PK-12 students and faculty, professional education candidates and faculty, and other stakeholders.

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Standard 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING

The unit has sufficient budget, facilities, equipment, and other resources to fulfill its mission, offer quality programs, and support teaching and scholarship of faculty and candidates.

- 8.1 Budget trends over the past five years and future planning indicate adequate support for the unit and its professional education programs. Resources are allocated to programs in a manner that allows each one to reach expected outcomes.
- 8.2 Facilities and equipment are adequate, functional, and well maintained. Faculty have sufficient office, instructional, and other space to carry out their work effectively.
- 8.3 Support of professional development is at least at the level of other units in the institution.
- 8.4 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- 8.5 Instructional resources, including media, software and materials collections, are readily accessible. These resources provide adequate scope, breadth, currency, and multiple perspectives, and they are systematically reviewed and updated.
- 8.6 Sufficient library and technical staff are employed to support the institution's library and other instructional materials collections and the media/computer support operations.

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